Public Reaction Asked On School Decentralization

Dr. Patterson presents major options; asks public response

PUBLIC SURVEY TO BE DISTRIBUTED

"Operation Decentralization" was publicly announced by Superintendent Roland N. Patterson on Jan. 14.

In an opening statement he said, "I am today inviting the people of Baltimore to join with us in the planning for the possible decentralization of the Baltimore City Public School System. Our objective is to improve significantly the quality of public education in this city.

"After much work, we are offering for public consideration options in three categories: area organization, community participation and administrative reorganization. These options are being presented not as a plan, but as part of a planning process.

The sentiments expressed by the public on these options will be used in the development by me of a plan for consideration by the Board of School Commissioners."

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With the beginning of the Sixties, decentralization became the major problem in the cities of the nation. The New York Public School System was the first system of major proportions to implement on a vast scale, more community participation/control of the schools and the dispersion of much of the central bureaucratic agencies of Manhattan's schools.

In time, other cities followed suit. Not having the mammouth problems, including population, of the New York City, deviations in procedure and technique could be approached.

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Although decentralization has been the talk in educational circles in Baltimore for a number of years, Dr. Roland Patterson was the first superintendent to have actually listed dispersion of public education as one of four major objectives.

Notes Dr. Patterson, "When I assumed the position of superintendent in October, I listed as one of my four major objectives the development of a plan for decentralization of the school system.

"Soon after coming into office, I launched this effort by appointing a Task Force to study possible ways to decentralize." The Task Force consisted of two teachers, a research assistant, a community school coordinator, two administrators and a curriculum director.

The work commenced Nov. 1 — with "Phase One" of the program The Task Force, upon completion of their work, presented a study to the superintendent for his review.

The superintendent went through the list of options and reviewed them to see if the options supported the existing legal requirements and stipulations under the state Constitution and the City Charter by which the schools are in accordance.

Citing as an example Dr. Patterson said, "... where the question of community governance of schools is concerned, it is beyond the power of myself and the Board to alter. Thus, it made it impossible for me to present any options which would require a Charter Amendment.

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Phase Two will inform the public about the various possibilities about decentralization and how people can participate in the planning process and make known public opinion to the superintendent. Phase Two will run from Jan. 14 through Feb. 11.

During this time literature will be distributed, presentations will be made to community groups, to PTA's, to Parent Representatives and to all teachers and all staff within the system.

Phase Three will begin with an interpretation of all public opinion surveys returned by the community to the superintendent. The results of the survey will be combined with the studies which had been previously submitted to the superintendent. The total plan will be then be submitted to the Board of School Commissioners by the end of March.

If the board approves a decentralization plan, Phase Four would then inaugurate the planning for decentralization.

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OBJECTIVES FOR Decentralizing

"To provide the highest quality of educational opportunity and to meet the needs of all children and adults of the city of Baltimore, the school system must function effectively and efficiently in accomplishing its objectives:

"To restructure the central administrative organization by bringing the administration of schools closer to the people it serves.

"To create effective communication and better working relationships between the community and the administration.

"To establish effective communication and coordination among all divisions, schools, and staff members to avoid duplication, overlapping and conflict of responsibility.

"To provide an efficient management system for the Baltimore City Public Schools.

"To distribute appropriately the responsibility for decision-making to ensure effective results.

"To establish a procedure of operation for the possible development of a planning, programming and budgeting system.

"To facilitate the release of the creative energies of both community and staff."

DECENTRALIZING

Decentralization is defined as the distribution of "administrative powers or functions over a less concentrated area"

Restructuring the central administrative organization of the schools, shifting greater decision-making authority and responsibility to managerial levels closer to the schools.

Increasing quantitatively the involvement and responsibility of the community in the education process.

Enhancing the responsiveness of the educational system to the educational needs of the community.

Implementing and applying the concept of accountability at various levels of the educational system.

Reorganizing the instructional pattern from a pre-kindergarten to adult structure.

SUPERVISION RE-DEFINED

Important to the success of a decentralization plan are the following concepts:

Separation of administrative services from educational functions

The development of a vertical network of communication that will guarantee two-way communication

The development of a career pattern that permits teachers to remain at the classroom level and to be rewarded salary-wise.

Evaluation based on results not on techniques.

CAUTIONS OF ADMINISTRATIVE DECENTRALIZATION

Daughtry Continued

There is no sound evidence that an administrative reorganization consisting merely of regrouping of schools and reassignments of staff will result n greater community participation, increased efficience or more effective education.

There is evidence, however, that placing authority for decision-maing at the level where it will make a difference will make it possible to hold the individual accountable for his decisions. This should result in an improvement of the individual's performance.

Plans for decentralization should emphasize the delegation of authority to set goals and to make operational decisions.

Centralized functions should be concerned with the development of provisions for certain administrative services, policy, and long-range planning for the school system.

Decision-makers at the operational level should be responsible for carrying out policies and long-range plans.

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School officials note the difference between the "options" proposal submitted by the superintendent and those plans submitted in past years .Is that other plans failed to provide alternatives for those reacting to it.

Under the Patterson Proposals alternatives are offered in the form of options so that a consensus may be reached for decentralization in Baltimore.

Officials note, "in developing a plan for decentralization of the schools. the primary concern must be for the children in the schools."

Any plan should facilitATE:

The improvement of communication with the community.

The participation of the community in educational activities.

The delegation of decision-making authority.

Accountability for educational programs.

Staff development.

The elimination of artificial divisions that interfere with a continuing of educational progress.

RATIONALE FOR

1. Decentralization should

1. Decentralization should be implemented for the sole purpose of improving the quality of education and the achievement levels of students.

2 The uniqueness of communities should be preserved.

3. Racial heterogeneity should not be a necessary consideration for determining the organization of smaller administrative areas for the Baltimore City Public Schools.

4. The community should possess clear and effective means of participating in the educational process. This may be accomplished by a community council in each decentralized area.

5. Decentralization should shift some decision-making from the central administrative office to the administrative areas.

6. There should be accountability at the area level.

7. There should be responsible autonomy at the local school level.

8 Supervisory staff should be school centered.

9. Decentralization should include an internal structure based on a pre-kindergarten through adult education.

10. A flexible enrollment policy should exist under a decentralized organization.

AREA ORGANIZATION OPTIONS

The purposes of decentralization can be accomplished without drawing district lines if the other factors necessary for success are present.

The public schools have been clustered to provide for administrative decentralization that should result in more efficient management of the schools.

Two categories with a total of five options have been developed. Options 1, 2, and 3, with nine areas each, evolved from an effort not to disturb natural communities; Options 4 and 5, with six areas each, evolved from an effort to retain the existing area distribution of the elementary schools.

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OPTION-1

Option 1 resulted from an initial attempt to draw area boundaries so that natural communities would be preserved.

The central city was considered to be a natural community and was organized into two areas. The rest of the city was organized into seven areas.

The major disadvantage of this option Is the unequal distribution of schools and students among the areas. The two central areas have disproportionately large student populations in comparison with the northern outer area. For this reason this option does not seem to be practical.

Area Communities:

1 Center City East;
2 Center City West;
3 Center City South;
4. St. Helena and Colgate, Canton, Highlandtown, Orangeville;
5. Gardenville and Lauraville, Hamilton, Overlea, Northwood.
6. Waverly and Govans, Cedarcroft, Roland Park, Guilford, Homeland, Hampden, Woodberry.
7. Pimlico and Mt. Washington.
8. Arlington and Howard Park, Forest Park, Windsor Hills, Franklintown, Hunting Ridge, Ten Hills, Irvington.
9. Morrell Park and Violetville, Lakeland, Mt. Winans, Westport, Cherry Hill, Brooklyn, Masonville, Fairfield and Curtis Bay.

OPTION 2

Option 2 evolved from adjustments in Option 1 to preserve the central core of the city as a natural community and to equalize the student population of each area.

This procedure resulted in one central area and eight outlying areas. In each case the natural communities were preserved and the student population was distributed more evenly than in Option 1 with the smallest area being the central area.

Several of the outlying areas reach into the central area, providing some diversity of socio-economic background and racial mixture.

However, in each area the bulk of the population shares common needs and experiences.

This option has the advantages of maintaining natural communities, equalizing student populations, equalizing the distribution of elementary, junior, and senior high schools and providing for a degree of racial and socio-economic mixture.

Area Communities:

1. Center City
2. Center City East
3. Orangeville and Highlandtown, Canton, St. Helena, Colgate.
4. Gardenville and Lauraville, Overlea, Mamilton, Northwood, Waverly.
5. Cedarcroft and Homeland, Govans, Roland Park, Guilford, Pimlico, Mt. Washington.
6. Hampden and Woodberry, Arlington, Windsor Hills, Forest Park, Howard Park.
7. Center City West
8. Center City West and Franklintown, Hunting Ridge, Ten Hills, Irvington.
9. Morrell Park and Cherry Hill, Brooklyn, Masonville, Fairfield, Violetville, Lakeland, Mt. Winans, Westport, Curtis Bay.

OPTION 3

Option 3 was developed as the result of a recommendation that the schools in the center city should not be grouped in clusters that did not include schools from outlying areas.

It was suggested that an attempt be made to absorb the central area into other areas so that there would be a more heterogeneous socio-economic background.

The resulting option maintains the natural communities of the outlying areas of the city but eliminates the central core as a community. The areas are relatively equal in population; there is a rather equitable racial and socio-economic mixture (except in areas 6 and 7), and the distribution of schools is uniform.

The major disadvantage of this option is a failure to consider the center city as a natural community. Breaking up the central core may not be educationally sound.

Meaningful curriculum and pride in accomplishment may best be achieved through the recognition of this area as a natural community.

Students in the area would not be locked into it because the open enrollment policy affords the opportunity for mobility.

Area Communities:

1. Center City — SE and Highlandtown, Colgate, Canton, St. Helena, Orangeville.
2. Center City — Central East and Gardenville, Hamilton, Overlea.
3. Center City — Central NE and Lauraville.
4. Center City — N and Waverly, Guilford, Northwood, Roland Park, Homeland, Govans, Cedarcroft, Hampden, Woodberry.
5. Center City — NW and Pimlico, Mt. Washington.
6. Windsor Hills and Forest Park, Howard Park, Arlington.
7 Center City West and Walbrook, Hunting Ridge.
8. Center City — SW and Mt. Winans, Irvington, Ten Hills.
9. Violetville, Morrell Park, Westport, Cherry Hill, Lakeland, Brooklyn, Fairfield, Curtis Bay and Masonville.

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OPTION 4

Option 4 maintains the present elementary areas and adds to them the junior and senior high schools.

In it, the land area and student population vary greatly; the distribution of elementary, junior, and senior high schools is not equitable, and natural communities are not preserved in all cases.

OPTION 5

Option 5 evolved from adjustments in Option 4 to overcome the disadvantages of that option. Option 5 has a good racial mixture, (except in Areas 4 and 5), an equitable distribution of the student population, and an equitable distribution of schools.

Area Communities:

1. St. Helena and Colgate, Canton, Highlandtown, Orangeville.
2. Gardenville and Lauraville. Hamilton, Overlea, Northwood.
3. Waverly and Govans, Cedarcroft, Roland Park, Guilford, Homeland, Hampden, Woodberry.
4. Pimlico and Mt. Washington, Arlington, Forest Park, Howard Park, Windsor Hills.
5. Hunting Ridge and Irvington, Ten Hills, Franklintown.
6. Morrell Park and Violetville, Lakeland, Mt. Winans, Westport, Cherry Hill, Brooklyn, Masonville, Fairfield Curtis Bay.

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COMMUNITY PARTICIPATION

OPTIONS

The community which supports public education should be included in the process of decision-making. Whether this involvement is formal or informal, community input is necessary for a worthwhile and meaningful educational program.

The community should have procedures for expressing its views and concerns which relate to school curriculum and policies.

The community council may be an effective device for assuring community participation in decision-making.

Several options for including the community in educational decision-making are listed below:

OPTION A

Community participants will serve at the local school level on an informal basis. This option will increase community involvement if the principal desires it and continually strives for it.

Also, the community must be vocally active about school policies and programs and constantly be present on the scene to know what is happening.

Involvement is left to chance by this informal approach and could very well be practically non-existent in a given school.

OPTION B

School councils will serve in an advisory role to each local school principal. The prime responsibility of the advisory council will be the promotion of wider participation of all parents in the work of the school in order to improve the quality of education.

Its responsibilities will be to advise and recommend ways to improve the school climate in order to gain greater enthusiasm and involvement. It will advise the principal and make recommendations concerning school policies and regulations.

OPTION C

A community council will serve in an advisory role to the Area Superintendent, local school principals, and the community liaison head, if one exists.

The duties of this community council will be the same as those of the council in Option B.

The difference is that this council will be concerned about a number of schools which serve an area with a total program from the pre-kindergarten through adult level. The council in Option B will serve only the local school.

ADMINISTRATIVE REORGANIZATION

OPTIONS

There are two major areas of responsibility in an educational system: education and administration. For efficient operation, any organizational pattern for the Baltimore Public School System must be built upon these two areas.

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Lines of authority and areas of responsibility must be clearly defined and duplication eliminated. Operations which service both instruction and management must be accountable directly to the Office of the Superintendent, the only office which has systemwide authority.

Provisions must be made for a flow of concerns from the community and for a flow of information to the community.

Arrangements must be provided for long-range planning for education and for a constant deterrent for crisis-oriented action.

Central overload must be reduced by assigning personnel at the level where their actual impact is needed.

Instructional supervision must be redefined as a school-centered, not an area-centered, service.

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In order to provide for the implementation of these basic assumptions, certain organizational features have been identified either as positions or as offices, for example: (1) an ombudsman, a public information office, a human relations office, a community liaison officer — for improved community relations; (2) ad hoc committees, a long-range planning section, educational research section — for educational planning; (3) area superintendents, master teachers, for greater accountability.

In an attempt to show how these features might be incorporated into an organizational chart, three options have been suggested.

These should not be considered as discrete options but as suggested ways of implementing the basic assumptions. The explanations which follow demonstrate how the features could be placed in three organizational charts.

OPTION 1

In Option 1 the two major areas of responsibility for the school system (instruction and management) are reflected at each level of the system: (1) in the Office of the Superintendent (by an educational assistant and an administrative assistant); (2) in the Central Office for systemwide services by two bureaus (Bureau of Educational Programs and Bureau of Administrative Services); (3) in the decentralized areas; (4) at the school level.

Office of the Superintendent

The Office of the Superintendent consists of the following: (1) Superintendent; (2) Deputy Superintendent; (3) two assistants to the Superintendent (one for education and one for administration); (4) three systemwide offices or centers which must service both education and administration (Public Information, Data Processing, Research and Long-Range Planning); (5) two bureau heads (one for educational programs and one for administrative services); (6) six or nine area superintendents.

Bureaus

Both the Bureau of Educational Programs and the Bureau of Management Services contain three areas of responsibility.

Bureau of Educational Programs. Division of Instructional Services, Division of Curriculum and Instruction, Office of Special Projects and Programs.

Bureau of Management Services Budget and Finance, Business and Management, Personnel.

Planning

Three levels of planning have been provided for:

Educational and Administrative long-range planning is carried out by the Office of Research and Long-Range Planning.

This type of planning is concerned with creative and imaginative planning that may be implemented within a five-to-ten year period.

The Educational Planning Section is concerned with carrying out the proposals of the Office of Research and Long-Range Planning as they relate to education

These plans would possibly be implemented within a three-to-five year period.

The Office of School Facilities is concerned with coordinating the completion of facilities resulting from the planning done in section 1 and 2 above.

Community participation has been provided for at each level of the organization:

In the central office through an office of Public Information (Community and Governmental Relations Section);

In each decentralized area through a Community Council, and the Community Liaison and Information Section;

In each school through a Community Advisory Group.

OPTION 2

In Option 2, as in Option 1. the two major areas of responsibility for the school system (instruction and management) are reflected at each level of the system

(1) in the Office of the Superintendent (by an Educational Assistant and an Administrative Assistant); (2) in the central office for systemwide services in two bureaus (Bureau of Educational Programs and Bureau of Management Services); (3) in the decentralized areas; (4) at the school level.

Office of the Superintendent

The Office of the Superintendent consists of the following: (1) Superintendent; (2) Deputy Superintendent; (3) Ombudsman; (4) two assistants to the Superintendent (one for education and one for administration); (5) three systemwide offices or centers (Research, Data Processing, and Public Information and Governmental Relations); (6) two Bureaus (Educational Programs and Management Services); (7) six or nine area superintendents.

Bureaus

Each of the two Bureaus has three spheres of responsibility.

Bureau of Educational Programs

Curriculum and Instruction, Instructional Services, Pupil Personnel Services.

Bureau of Management Services

Finance and Business Management, School Facilities, Staff Personnel Services.

Planning

Educational planning has been provided for through the Office of Research (Long-Range Educational Planning Section) and through ad hoc committees.

Community Participation

Community participation has been provided for at two levels of the organization:

In the central office through an ombudsman and the Office of Public Information and Intergovernmental Relations;

At the school level through Community participation.

OPTION 3

In Option 3, as in Options 1 and 2, the two major areas of responsibility for the School System (Instruction and Management) are reflected: (1) in the Office of the Superintendent; (2) in the decentralized areas; (3) at the school level.

All three levels will be represented by educational or instructional assistants and administrative or management assistants.

Options 3 differs from Options 1 and 2 by providing four bureaus for systemwide services: (1) Bureau of Personnel Services; (2) Bureau of Business and Finance; (3) Bureau of Computer Operations; (4) Bureau of Educational Programs and Long-Range Planning.

Office of the Superintendent

The Office of the Superintendent consists of the following. (1) Superintendent; (2) Ombudsman; (3) two assistants to the Superintendent (one for education and one for administration); (4) four Bureaus (Personnel Services, Business and Finance, Computer Operations, Educational Programs and Long-Range Planning); (5) six or nine area superintendents.

Bureaus

The four Bureaus have the spheres of responsibility as indicated below:

Bureau of Personnel Services

Professional Services and Human Relations.

Bureau of Business and Finance

Financial Services. School Facilities, and School Services.

Bureau of Computer Operations

Administrative Services and Data Processing, Educational Services.

Bureau of Educational Programs and Long-Range Planning

Pupil Services and Instructional Services, Curriculum Development.

Community Participation

Community participation has been provided for at each level of the organization:

In the Central Office through an ombudsman and a Division of Human Relations;

In the decentralized areas through the Community Liaison-Information Section;

At the School level through the School Community Liaison-Information Unit. — PAUL EVANS

TALENT PROGRAM—Miss Black Divinity will be chosen at a unique religious talent program on Feb. 5 at the YWCA. Mt. Calvary Holy Temple Church is sponsor of the program. Participating in the program are, left to right, Misses Brenda Newman, Evelyn Wright, Charlotta Street, Sherry Jornson, Linda Williams and Darlene Bradley.

NAACP youth meeting set

RALEIGH, N.C.—The state branch of the NAACP Youth Conference will sponsor a two-day meeting to discuss participation of youths in the political process, Feb. 11-12, at the University of North Carolina, Chapel Hill.

Delegates will represent secondary schools, community action agency youth groups, model cities youth groups, college and university student governments, NAACP youth councils, churches.

More than a thousand youths are expected to attend this first inter-racial working conference, designed to acquaint the youths with procedures of registering and mobilizing the state's 750,000 new eligible voters.

A special feature of the conference will be face-to-face contacts between leading candidates for public office and the young people.

Among those expected to participate are James Brown Jr., National Youth director, NAACP; Clarence Mitchell, director, Washington Bureau, NAACP; and Gov. Robert Scott of North Carolina.

Airman Gloria Session is AF administrative specialist

Airman Gloria A. Session, daughter of Mrs. Marie McKnight, of Carrollton Ave., has graduated at Keesler AFB, Miss., from the technical training course for U.S. Air Force administrative specialists.

Airman Session is now proficient in the preparation of Air Force correspondence and reports.

She is a 1970 graduate of Northe Street High School in Pasadena, Md.

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Airman Otis C. Thomas Jr., son of Mr. and Mrs. Otis C. Thomas Sr., of Oakford Ave., has graduated at Sheppard AFB, Tex., from the technical training course for U.S. Air Force aircraft mechanics.

Airman Thomas learned to maintain and service turbo-prop aircraft. He is being assigned to Langley AFB, Va., for duty in a unit of the Tactical Air Command which provides combat units for air support of U.S. ground forces.

The airman is a 1971 graduate of Mergenthaler High School.

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Airman First Class Nathaniel L. Maker, son of Mrs. Ruby Maker of Watly Court, has graduated at Keesler AFB, Miss., from the technical training course for U.S. Air Force radio equipment repairmen.

Airman Maker, who was trained to install and repair special radio equipment, is being assigned to Shaw AFB, S.C. He will serve with a unit of the Tactical Air Command which provides combat units for air support of U.S. ground forces.

The airman, a 1969 graduate of Frederick Douglass High School, attended Community College of Baltimore.

His father, Ernest Maker Sr., resides on Braddish Ave.

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Airman Jerome R. Walker, son of Mr. and Mrs. Harvey N. Walker of Dorithan Road has completed his U.S. Air Force basic training at the Air Training Command's Lackland AFB, Tex. He has been assigned to Chanute AFB, Ill., for training in the aircraft equipment maintenance field. Airman Walker graduated from Frederick Douglass High School in 1969 and attended Livingstone College, Salisbury, N.C.

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Marine Pvt. Eugene E. Bentley, son of Mrs. Mary White of Collington Ave., East Baltimore, has completed specialized training in Combat Engineering at the Marine Corps Engineer School, Camp Lejeune, N.C., where he studied construction and demolition, camoflage and field fortifications.

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Marine Lance Corporal William A. Booker Jr., son of Mr. and Mrs. William Booker of N. Schroeder St., participated in operation TACTEST, a two-day realistic simulation of a combat environment designed to increase the combat-readiness of Booker and other Marines of the Second Marine Division at Camp Lejeune, N.C.

He is a 1970 graduate of Douglass High School.

AIRMAN JACKIE R. WILKERSON, brother of Zeedles Wilkerson of N. Chapel St., has completed his U.S. Air Force basic training at the Air Training Command's Lackland AFB, Tex. and has been assigned to Fort Lee, Va., for training as a food services specialist. Airman Wilkerson is a 1971 graduate of Dunbar Senior High School.

AIRMAN NORMAN O. ROBINSON JR., son of Mr. and Mrs. Norman O. Robinson of Side Hill Road, has completed his U.S. Air Force basic training at the Air Training Command's Lackland AFB, Tex. and has been assigned to Chanute AFB, Ill., for training in the aircraft equipment maintenance field. Airman Robinson attended Dunbar High School.

AIRMAN HARVEY N. WALKER JR., son of Mr. and Mrs. Harvey N. Walker Sr., of Dorithan Road, has completed his U.S. Air Force basic training at the Air Training Command's Lackland AFB, Tex. and has been assigned to Lowry AFB, Colo., for training in the supply field. Airman Walker is a 1968 graduate of Mt. St. Joseph High School and attended Western Cardinal University, Cullowhee, N.C.

AIRMAN DONALD E. McLEOD, son of Mr. and Mrs. James E. McLeod of Pennsylvania Ave., has completed his U.S. Air Force basic training at the Air Training Command's Lackland AFB, Tex. and has been assigned to Keesler AFB, Miss., for training in the air traffic control field. Airman McLeod is a 1970 graduate of Baltimore City College and attended Baltimore Community College.

Divorces Granted

Barbara Marie Malth from Warren Edward Malth, Jr; Lois Lowry from Richard Lowry; Carol M. Desch from George G. Desch; Charlotte Marie Ross from Howard William Ross; James Ray, Jr. from Myra Ray;

Stella Patterson from Larry Patterson; Willie Randolph Burgess from Carolyn Burgess; Faith Mary Lake from Stephen Patrick Lake; Gladys Lee Cohen from Victor Haim Cohen; Montague J. Rams from Julia Rams;

Speed reading class offered

Do you want to read faster and better? If you do, join one of the Speed Reading classes on Saturday morning at the Calvert Educational Center, located at North Avenue at Calvert Street.

Beginning on Saturday, Feb. 12, classes will meet from 9 a.m. to 11 a.m., and from 11 a.m to 1 p.m., and will be free for residents of Baltimore City (except for books).

In addition, several other interesting courses beginning on the same date will be Basic (beginning) Reading, Reading Improvement, Clerical Training (Preparation for Civil Service), Basic and Advanced Math, Beginning Typing, Sewing/Dressmaking, Key Punch, Prep. for High School Equivalence Exam, and the Fix-it Shop.

Registration is open from 9 a.m. to 3 p.m. weekdays or 8:30 a.m. to 1:30 p.m. on Saturdays. For information call 837-5068.

Library has kids' movies

Three movie programs for children are scheduled this week at Enoch Pratt Free Library agencies in the northwest area of the city.

At 10:30 a.m on Tuesday, Feb. 1, the Reisterstown road branch, 6310 Reisterstown road, will present "The Shoemaker and the Elves," a spritely adaptation of the well-known Grimm's fairy story, and "The Three Billy Goats Gruff," a filmstrip version of another popular tale written for very young children.

The Forest Park branch, Garrison and Callaway avenues, has scheduled a 3:30 p.m. screening on Wednesday Feb. 2 of "Dick Whittington and His Cat," and "The Emperors Oblong Pancake."

Also at 3:30 p.m. on Wednesday, the Pimlico branch, Garrison and Park Heights avenues, will show "It's Not Cricket," a 16-minute color film made in England featuring a group of talented child actors, followed by "Stone Soup," a movie version of a picture book by Marcia Brown.

Admission to Pratt library film programs is free. A cordial invitation is extended to all.

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